



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

880 Cashmere Dr, Lake Havasu City, AZ 86404

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Claude Sanders
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : www.havasupai.k12.az.us/havasupai/index.htm
Phone Number : (928) 505-6040
Fax Number : (928) 505-6059
E-mail : csanders@havasupai.k12.az.us

Mission

Havasupai School is a kindergarten through fifth grade school. Reading and math will be our main focus for the year. Last Year, Havasupai implemented the Four Block Reading program school-wide. We believe in educating the whole child. This year we will continue with professional development of the Four Blocks for our staff. We will also have reinforcement of the state standards through the use of technology in our computer lab.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our first goal is to improve student reading. We will strive to continue to achieve our goal of having our students achieve a minimum of one year's growth in reading.
- ü Our second goal is to improve math competencies at each grade level. We will continue to improve the number of students achieving a minimum of one year's growth in math.

Enrollment

October 1, 2005 School Year Student Enrollment : 498
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- Ü Inclusion/Resource Special Education
- Ü Kindergarten Program - full Day
- Ü Four Block Reading Program
- Ü Self-contained Classrooms
- Ü Character Education
- Ü Nutrition Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Havasupai will offer a safe, disciplined, orderly environment conducive to learning. Our staff sets high expectations for the students. Students will show a significant improvement in reading comprehension and vocabulary, as well as math computation.

Parents

Parents will get their children to school every day, on time, ready to learn. Parents will provide nourishment so students are ready to learn. Parents will work with our staff and our expectations to ensure a quality, successful educational program.

Transportation Policy

At this time, the school district does not transport students to the elementary schools, with the exception of severely profound special education students or those students that require transportation services as indicated in their IEPs. Homeless students, if applicable, are provided transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	501	80010	99	100	99	430	455	447	13	6	10	29	15	18	54	59	53	4	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	242	38935	100	100	99	434	456	447	13	5	9	18	13	19	63	62	55	5	20	17
Male	38	259	40974	97	100	98	427	453	448	13	6	11	39	17	18	45	57	52	3	20	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	29	112	34545	97	100	99	418	438	432	24	12	14	34	21	24	38	58	53	3	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	43	372	35142	100	100	99	439	460	465	7	3	5	23	13	11	65	60	56	5	23	28
Students with Disabilities	15	72	10161	100	100	93	412	417	419	27	24	28	47	38	28	27	35	36	NA	4	8
Students without Disabilities	61	429	69849	98	100	100	435	461	451	10	3	7	25	12	17	61	63	56	5	23	19
Limited English Proficient Students	14	28	14013	100	100	97	403	399	413	43	43	24	36	32	34	21	25	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	20	88	39029	100	100	98	423	448	432	10	5	14	45	26	25	45	51	52	NA	18	9
Non-Economically Disadvantaged	56	413	40981	98	100	100	433	456	462	14	6	6	23	13	13	57	61	54	5	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	502	79438	99	100	98	448	463	451	8	5	9	29	18	24	53	64	56	11	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	243	38775	100	100	99	461	474	457	8	3	7	13	13	22	63	66	58	16	19	13
Male	38	259	40560	97	100	97	436	454	446	8	7	12	45	22	25	42	63	54	5	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	29	112	34297	97	100	98	434	444	434	14	13	14	28	20	31	52	63	50	7	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	43	373	34887	100	100	98	459	470	471	2	3	4	30	17	15	56	65	63	12	16	18
Students with Disabilities	15	72	9588	100	100	88	419	410	416	13	26	30	60	43	32	27	26	34	NA	4	5
Students without Disabilities	61	430	69850	98	100	100	455	472	456	7	2	7	21	13	23	59	70	59	13	15	12
Limited English Proficient Students	14	28	13856	100	100	96	408	399	407	29	43	27	43	32	43	29	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	20	88	38685	100	100	97	429	453	435	15	8	14	35	23	32	45	61	50	5	8	5
Non-Economically Disadvantaged	56	414	40753	98	100	99	455	466	467	5	5	5	27	16	16	55	65	62	13	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	501	79971	97	100	99	413	419	423	4	6	8	59	50	41	37	42	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	241	38974	97	99	99	426	434	437	3	4	5	43	41	33	54	50	57	NA	5	4
Male	38	260	40895	97	100	98	400	406	410	5	8	10	74	58	47	21	34	41	NA	0	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	29	113	34481	97	100	99	408	410	410	7	8	10	55	51	46	38	40	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	42	371	35150	98	100	99	419	423	437	2	5	5	60	50	35	38	42	56	NA	3	5
Students with Disabilities	14	71	10258	93	99	94	388	368	377	7	25	23	86	66	51	7	8	25	NA	NA	1
Students without Disabilities	61	430	69713	98	100	100	418	428	429	3	3	5	52	47	39	44	47	52	NA	3	3
Limited English Proficient Students	14	28	13985	100	100	97	387	363	382	14	25	18	57	57	54	29	18	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	20	88	38994	100	100	98	392	413	409	5	7	10	65	49	47	30	43	41	NA	1	1
Non-Economically Disadvantaged	55	413	40977	96	100	100	420	421	437	4	6	5	56	50	34	40	41	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	518	80147	99	99	99	480	502	482	5	4	11	18	11	17	60	49	49	17	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	278	39281	100	99	99	481	501	483	8	5	9	11	9	17	63	51	50	18	35	24
Male	39	240	40780	98	100	98	480	502	482	3	3	12	26	14	17	56	47	48	15	37	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	26	116	33494	96	98	99	465	490	466	15	6	15	31	16	23	42	52	49	12	26	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	48	390	36122	100	100	99	488	505	501	NA	3	5	10	10	10	71	48	50	19	39	35
Students with Disabilities	12	76	10295	100	99	92	447	457	443	25	22	33	33	26	26	33	38	33	8	13	8
Students without Disabilities	65	442	69852	98	100	100	487	508	488	2	1	7	15	9	16	65	51	51	18	40	26
Limited English Proficient Students	13	40	12722	100	100	97	439	453	441	31	18	27	38	33	33	23	43	37	8	8	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	17	78	38371	100	98	97	488	489	465	12	8	15	12	13	23	41	54	49	35	26	13
Non-Economically Disadvantaged	60	440	41776	98	100	100	478	504	498	3	3	6	20	11	11	65	48	49	12	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	518	79686	99	99	98	477	486	470	8	6	11	17	12	24	66	71	57	9	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	278	39163	100	99	99	484	491	475	11	5	9	8	10	22	71	76	60	11	9	10
Male	39	240	40438	98	100	97	471	480	465	5	8	13	26	15	25	62	66	54	8	11	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	26	116	33299	96	98	98	454	468	452	19	12	17	23	21	32	50	61	47	8	6	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	48	390	35914	100	100	98	489	491	489	2	5	5	15	10	15	73	74	67	10	12	14
Students with Disabilities	12	76	9808	100	99	87	425	437	432	42	37	35	42	24	32	8	37	30	8	3	3
Students without Disabilities	65	442	69878	98	100	100	487	493	475	2	1	8	12	10	23	77	77	61	9	11	9
Limited English Proficient Students	13	40	12594	100	100	96	417	425	422	38	35	34	38	35	45	23	30	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	17	78	38095	100	98	97	468	469	452	12	6	17	18	23	32	65	69	48	6	1	3
Non-Economically Disadvantaged	60	440	41591	98	100	99	480	489	486	7	6	6	17	10	16	67	72	65	10	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	517	80372	99	99	99	456	482	475	6	4	4	39	26	30	55	67	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	276	39452	100	98	99	457	494	488	8	3	3	34	17	22	58	77	72	NA	3	3
Male	39	241	40836	98	100	98	454	468	464	5	5	6	44	36	37	51	56	56	NA	2	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	26	115	33608	96	97	99	438	469	462	8	5	6	62	30	36	31	64	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	48	390	36213	100	100	99	466	485	489	6	4	2	25	25	22	69	68	72	NA	3	3
Students with Disabilities	12	76	10526	100	99	94	451	437	427	NA	12	15	67	55	53	33	33	31	NA	NA	1
Students without Disabilities	65	441	69846	98	99	100	457	489	482	8	3	3	34	21	26	58	73	69	NA	3	2
Limited English Proficient Students	12	38	12747	92	95	97	410	425	432	17	16	12	75	47	52	8	37	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	16	77	38521	94	96	98	452	475	461	6	5	6	50	31	38	44	64	55	NA	NA	1
Non-Economically Disadvantaged	61	440	41851	100	100	100	457	483	489	7	4	3	36	25	22	57	68	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	535	79306	97	99	99	495	511	504	9	7	13	22	16	20	59	58	49	9	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	261	38845	97	99	99	500	510	505	8	7	11	22	15	20	59	60	50	11	18	18
Male	49	274	40383	96	100	98	492	512	504	10	8	14	22	17	19	59	57	47	8	19	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	33	116	32673	94	98	99	482	492	487	12	14	18	36	28	25	48	50	46	3	9	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	51	403	36234	100	100	99	503	517	523	8	5	6	14	12	13	65	61	52	14	21	28
Students with Disabilities	21	87	10286	100	97	91	467	470	462	24	22	41	38	40	27	38	38	27	NA	NA	5
Students without Disabilities	65	448	69020	96	100	100	505	518	510	5	4	9	17	11	18	66	62	52	12	22	21
Limited English Proficient Students	NC	34	10291	NC	97	96	NC	461	458	NC	29	38	NC	44	34	NC	24	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	17	72	37437	89	94	97	486	489	486	18	11	19	29	29	26	47	54	46	6	6	9
Non-Economically Disadvantaged	69	463	41869	99	100	100	498	514	521	7	6	7	20	14	14	62	59	51	10	21	27

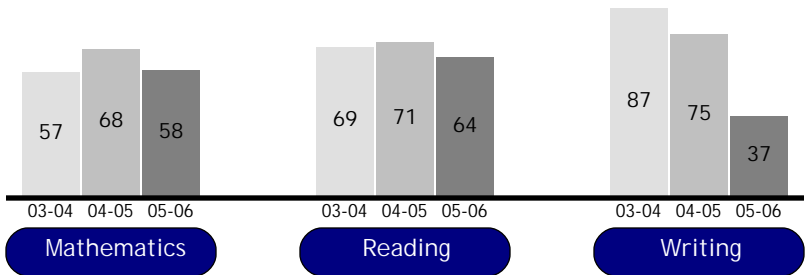
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	536	79000	97	100	98	482	501	489	9	5	10	26	18	24	63	66	58	2	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	262	38774	97	100	99	485	506	494	8	4	7	22	15	22	70	69	61	NA	12	10
Male	49	274	40150	96	100	98	480	496	485	10	7	12	29	22	25	57	62	55	4	9	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	33	116	32508	94	98	98	467	478	472	18	14	15	36	29	33	45	52	49	NA	5	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	51	404	36135	100	100	98	490	508	508	4	3	4	20	15	14	75	71	67	2	12	15
Students with Disabilities	21	87	9991	100	97	88	454	454	449	24	20	33	43	47	36	33	33	29	NA	NA	2
Students without Disabilities	65	449	69009	96	100	100	491	510	495	5	2	6	20	13	22	72	72	62	3	12	10
Limited English Proficient Students	NC	34	10199	NC	97	95	NC	438	439	NC	35	35	NC	47	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	73	37234	89	95	97	478	484	472	6	7	15	29	32	33	65	59	50	NA	3	3
Non-Economically Disadvantaged	69	463	41766	99	100	99	483	504	505	10	5	5	25	16	16	62	67	65	3	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	538	79611	97	100	99	467	494	496	10	5	7	53	43	37	36	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	264	39016	97	100	99	487	509	511	5	2	4	43	34	29	51	63	66	NA	1	1
Male	49	274	40519	96	100	98	451	478	482	14	7	10	61	51	44	24	42	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	33	116	32855	94	98	99	462	474	481	15	12	10	48	41	43	36	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	51	406	36380	100	100	99	467	500	511	8	2	4	59	43	30	33	54	65	NA	0	1
Students with Disabilities	21	87	10664	100	97	94	390	438	440	33	15	23	67	66	54	NA	20	22	NA	NA	1
Students without Disabilities	65	451	68947	96	100	100	491	504	504	3	3	4	49	38	34	48	59	61	NA	0	1
Limited English Proficient Students	NC	34	10362	NC	97	97	NC	435	438	NC	21	22	NC	53	57	NC	26	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	17	73	37626	89	95	98	459	483	479	12	4	10	65	51	45	24	45	45	NA	NA	0
Non-Economically Disadvantaged	69	465	41985	99	100	100	468	495	511	10	5	4	51	42	30	39	53	65	NA	0	1

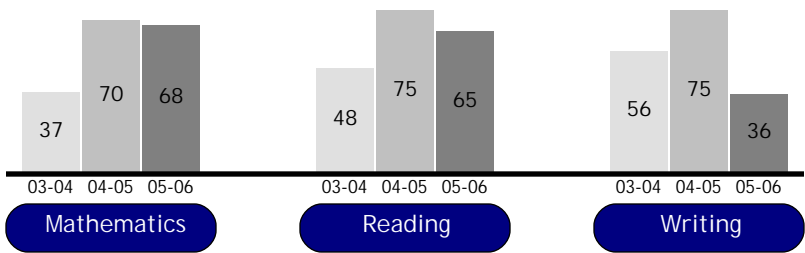
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	66	NA	58	100	49	56	47	100	50	59	46
	Language	99	61	63	50	100	48	58	47	100	56	65	48
	Mathematics	99	71	73	64	100	46	56	50	100	50	61	52
3	Reading	91	51	NA	55	100	44	51	44	100	48	54	46
	Language	94	53	71	61	100	44	52	44	99	43	54	46
	Mathematics	97	55	69	61	100	48	55	51	100	41	58	52
4	Reading	93	62	NA	56	100	51	56	48	100	52	61	52
	Language	100	59	65	52	100	50	59	49	100	56	63	52
	Mathematics	100	58	71	61	100	58	62	53	100	61	70	58
5	Reading	99	54	NA	55	100	51	58	50	98	52	61	56
	Language	100	49	63	49	100	52	59	50	98	48	61	54
	Mathematics	99	56	72	63	100	48	57	49	98	50	58	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Havasupai Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Technology
- Ü Promotion/Retention Issues
- Ü Attendance/Tardies
- Ü Budget
- Ü Parental Communication
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	1.30	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	3	0	0
10 or more years	3	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Staffed Library

Extracurricular Activities

- Ü Student Council
- Ü Homework Club
- Ü Art Club
- Ü Parks and Recreation
- Ü Peer-to-Peer Tutoring
- Ü ELL Tutoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services
- Ü Nutrition Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Havasupai increased their number of students meeting or exceeding the standards on the AIMS testing in math.
- Ü Havasupai increased their number of students meeting or exceeding the standards on the AIMS testing in writing.
- Ü Havasupai fifth grade students improved the number of students meeting or exceeding the standards on the AIMS testing in reading.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

In addition to following the district policies, a concrete and iron works gated wall is located in front of the building to secure the front entrance and a locked gate secures the rear entrance of the school. All visitors must report to the office.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Claude Sanders	(928) 505-6040
Transportation Policy	Missy Wood	(928) 855-8279
Community Resources	Barbara Goodwin	(928) 855-2737
School Nutrition Programs	Jessica Warhurst	(928) 505-6040
Parent Organization	Marlene Hobday	(928) 505-6040
Student Health/Nurse	Christine Andreozzi	(928) 505-6040

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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